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# Competency-based standards: A framework for ESPs



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# Presentation plan



Focus on:

Definitions

A competency model


Developing competencies

A standards framework

Developing standards

Linking to KSF and PDPs

# Extended scope physiotherapy



*"A clinical physiotherapy specialist with an extended scope of practice "*

*CSP ref PA29*

*"Extended Scope Practitioners are advanced physiotherapy practitioners working as experts in a specialised clinical area with an extended scope of practice"*

*ESP group constitution (2006)*

# Benchmarking

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Benchmark statements **describe** the attributes you can expect of a person with a particular qualification or title

Quality assurance agency 2004a

# What are competencies?

## Competencies:

effective professional behaviours that integrate specific knowledge, skills and attitudes in a particular context

*(Ministry for Education, Culture and Science; Netherlands, 2002)*

*i.e. what do we expect an extended scope physiotherapist to be able to do?*



Extended scope  
physiotherapists  
Behaviour

Skills

Knowledge

Cognition

Emotion

Motivation

Personality

# The importance of competencies



Level	Examples
Policy	Increasing professional recognition
Education	Appropriate design of educational opportunities
Service Delivery	Design of employment specifications, job descriptions; KSF, skills for health, integration into quality assurance mechanisms;
Individual	Recognition of roles and capabilities; identification of individual learning needs and design of an action plan.



# Competencies and Standards

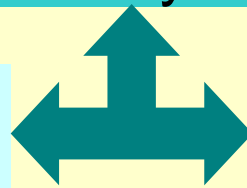


## Benchmark: Description of a Professional i.e. Sports Physiotherapist

### Competencies:

*Behaviours comprised of specific knowledge, skills, and attitudes required to achieve the description of the professional and corresponding accreditation*

**(i.e. extended scope physiotherapist)**



### Measurable Standards:

**Minimum threshold levels of achievement in relation to learning outcomes and corresponding competencies that will ensure a professional has achieved the expected level of ability to meet the description**

# **Why describe?**

What is your profession?

→ Where has it come from?

→ Where is it going to?

What are your career pathway options?

How do you get there?

Is your learning and development recognised  
by patients, employers and authorities?

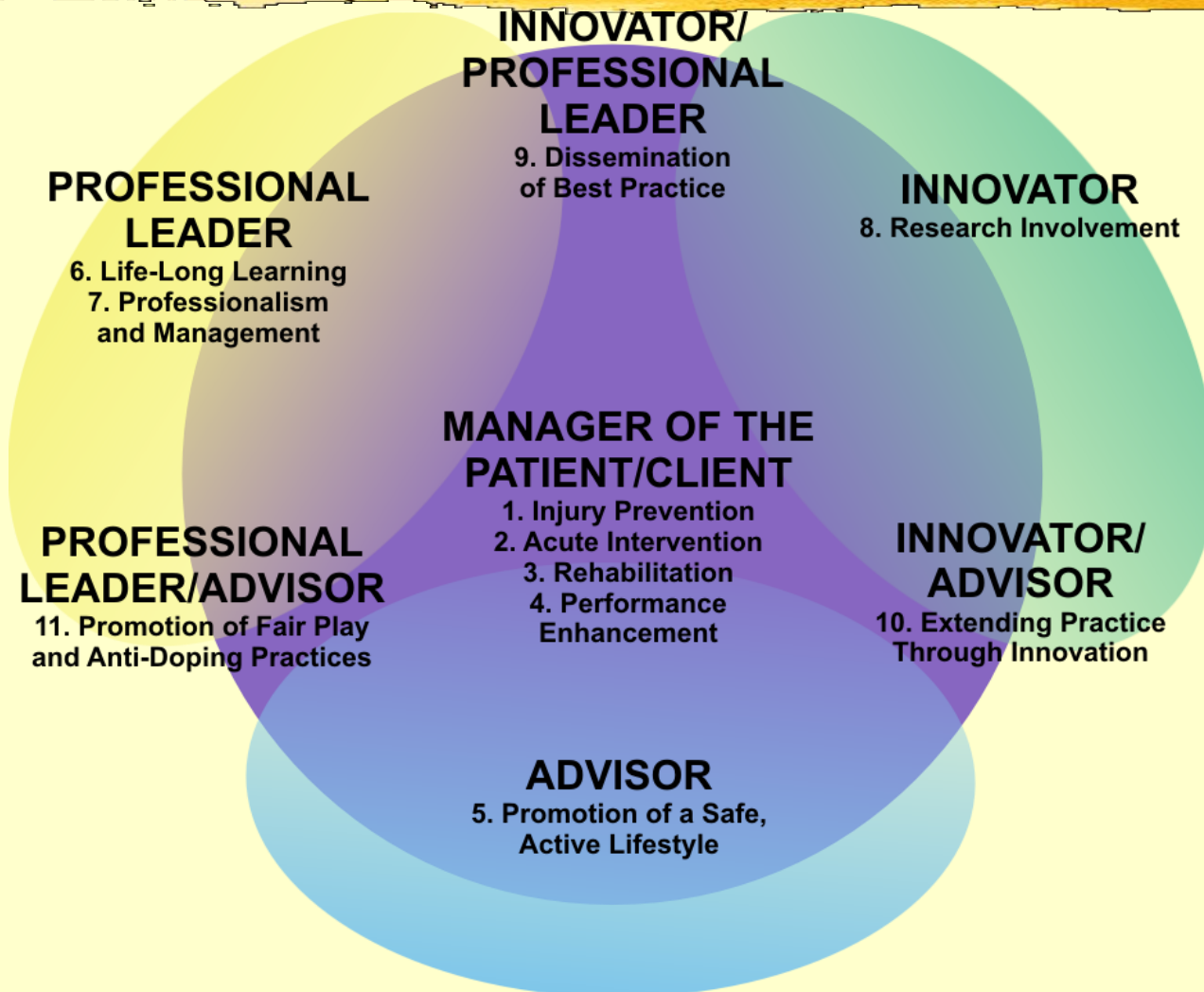
# **Competency-based standards**



A set of competency-based standards for a profession sets out performance criteria for a range of key activities within the practice of that profession



# Sports physiotherapy competency areas



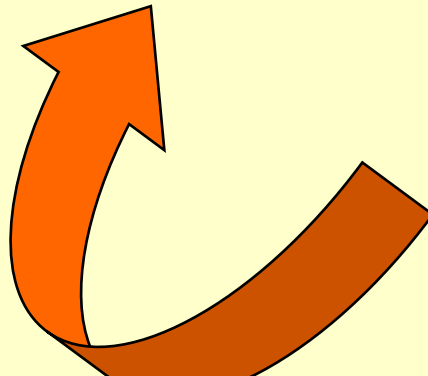


# Developing competencies

Appoint expert group, use a facilitator for workshops

Define and describe behaviours of ESPs agree competency framework and level

Collect all relevant documentation and identify themes draft and review.



# **Foundations...**

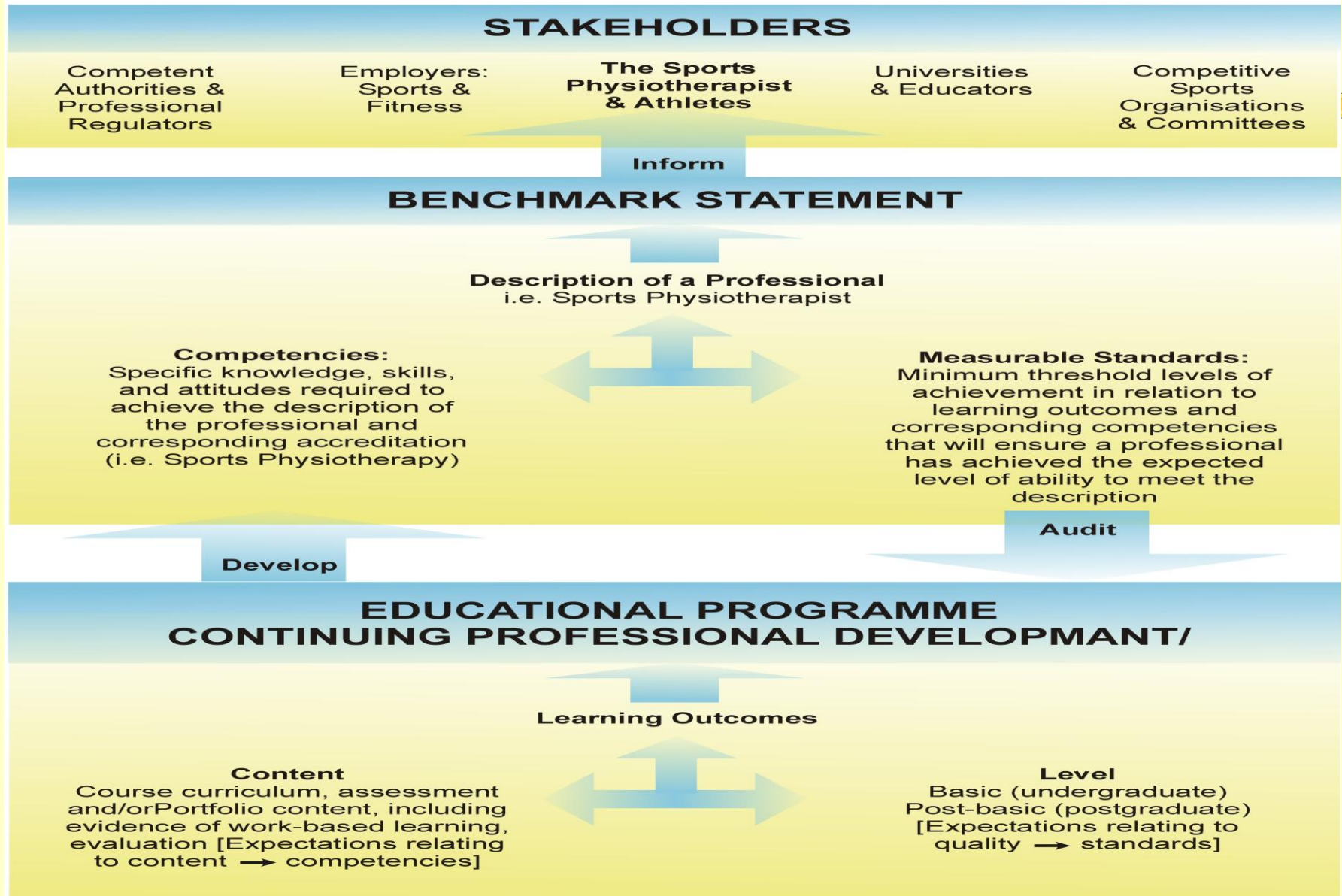
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**What is distinct about an extended scope physiotherapist?**

**What are the core roles and behaviours of the ESP?**

**What standard should ESPs aim to achieve?**

**Figure 1: Flow Chart Illustrating the Inter-Connections Relating to Benchmark Statements, Educational Programmes and Stakeholders**





# Beginning to build connections

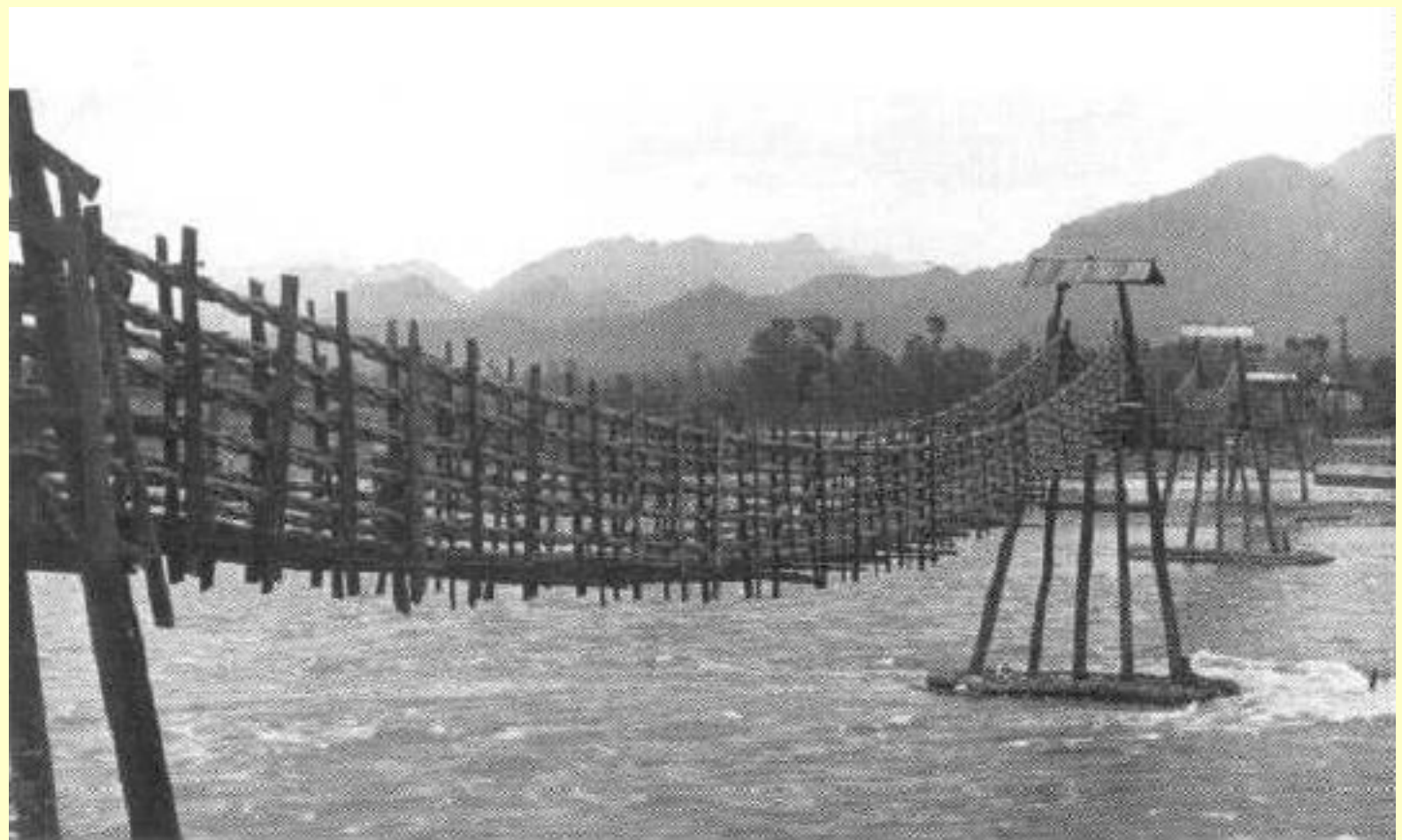
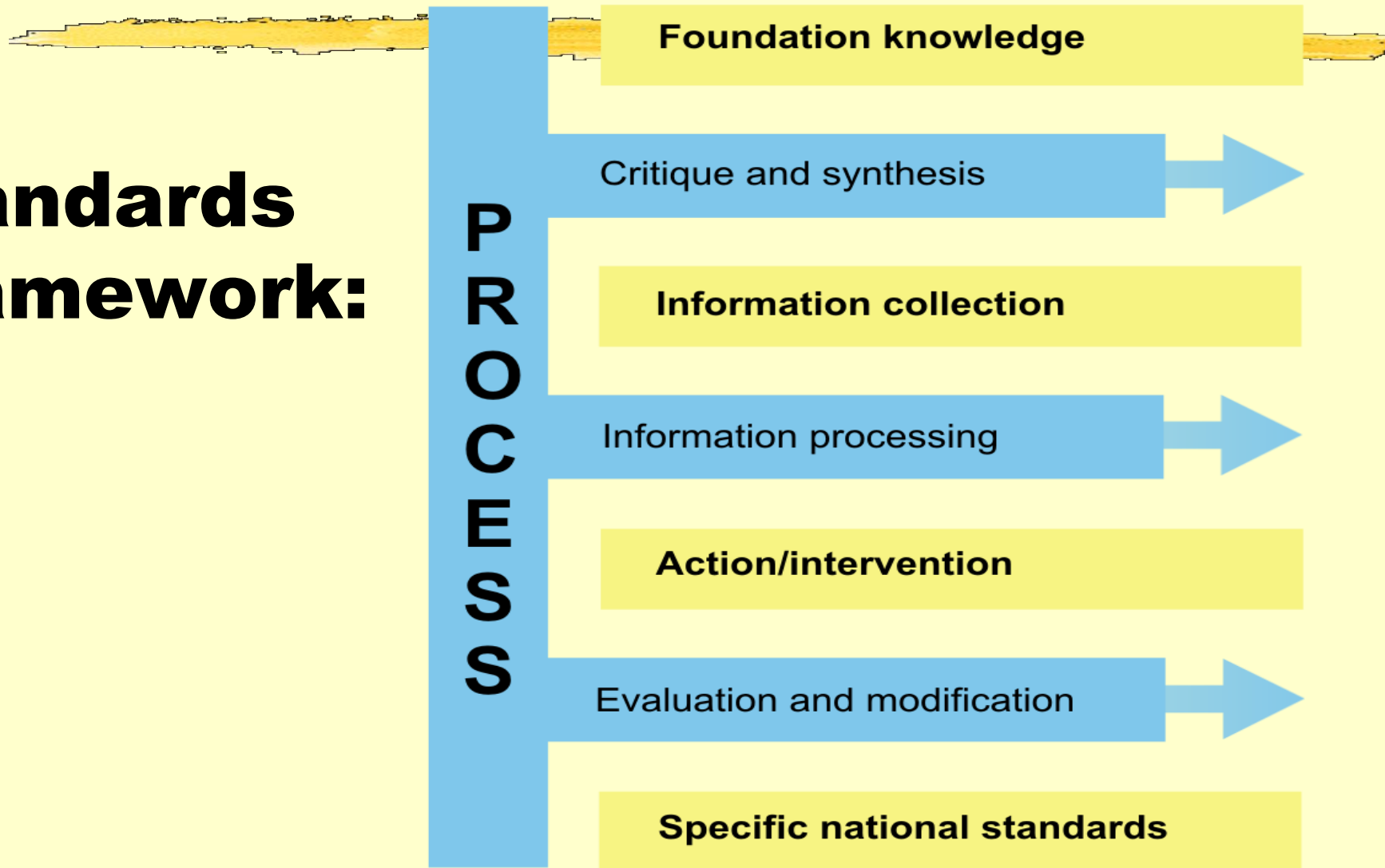


Figure 4: **Sports Physiotherapy Standards Framework**  
(Bulley & Donaghy, 2004)

# Standards Framework:

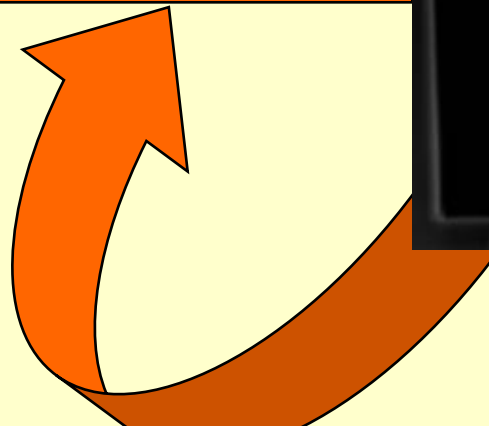


# Developing the standards

Expert group to reflect on the specific knowledge skills and attitudes required to fulfill each competency

Draft of standard for each competency, discuss and refine

Reviewed by membership refined until agreement obtained.



# The importance of competency-based standards

## **Political:**

- professional recognition, KSF, Skills for Health

## **Quality assurance:**

- service delivery
- individual

## **Career pathway:**

- targeting of professional development
- appropriately designed learning opportunities

# Uses of competency-based standards

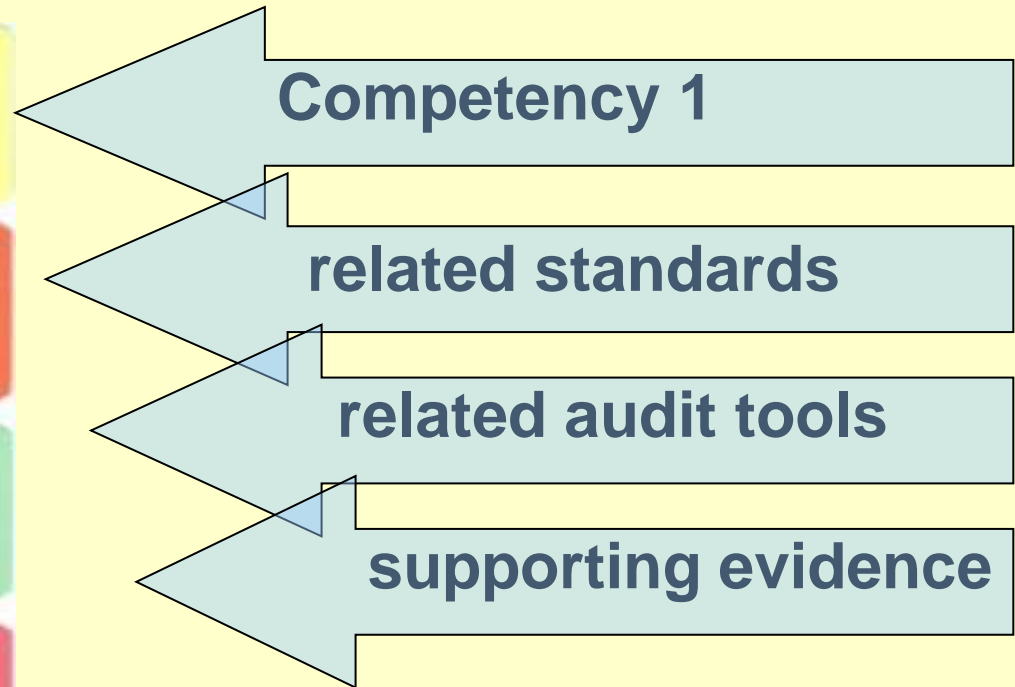
## Individual level:

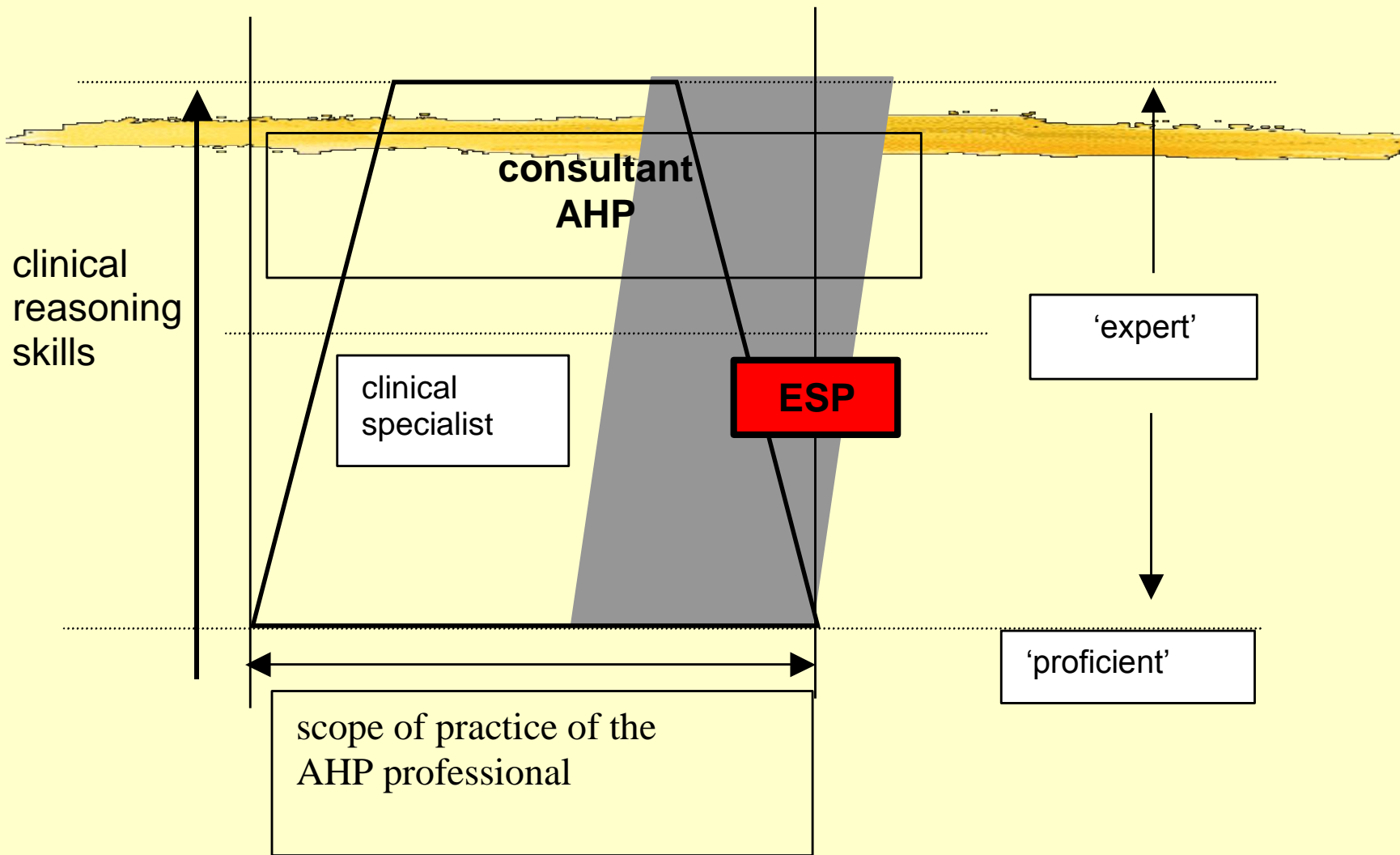
- identification of individual learning needs KSF, PDP
- planning of learning
- identify routes for learning and career progression
- potential for evaluation & credit – higher education.



# Portfolio

## Approach



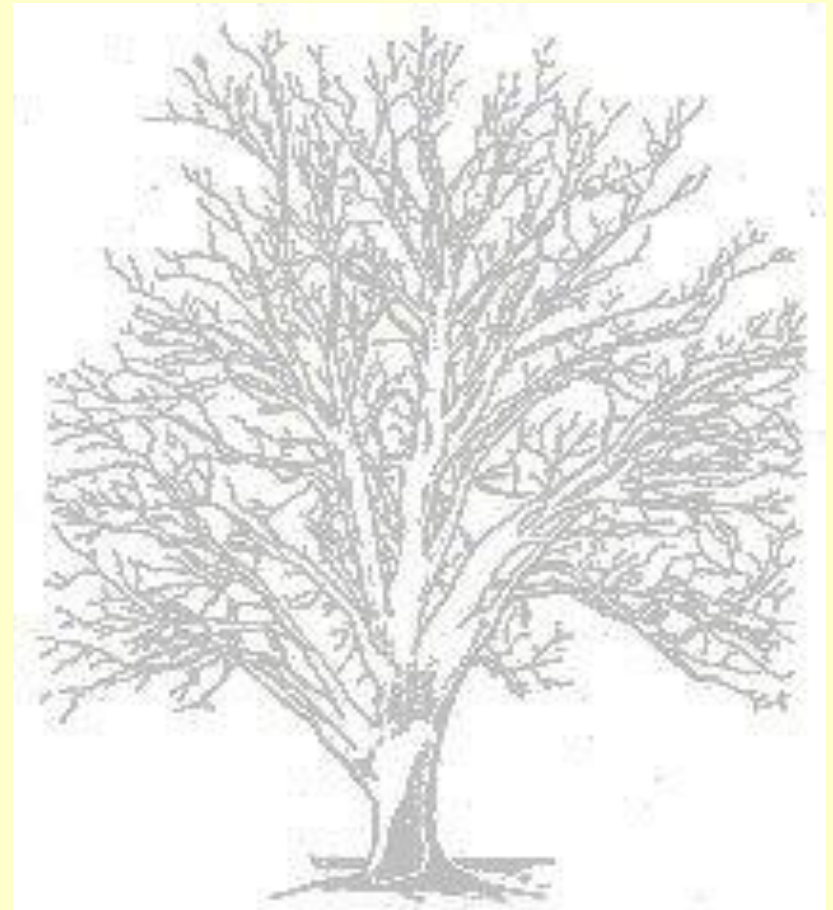


(CSP, 2001)



# An Evolving Profession

1. The competency-based standards should reflect the innovative nature of ESPs
2. They should set out the current performance criteria for a range of key activities
3. As the role of ESPs evolve, so must the competencies and standards





# Acknowledgements and References

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